

Eureka Math *A Story of Units*

First Grade – Module 6

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Materials based on Eureka Math Version 3.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that **4 now indicates advanced understanding of grade level standards expected at this time of year.**

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 6 Grading Guidance:

- Module 6 is the last time these standards will be taught and assessed. (See checklist on page 3.)

Updates

First Grade pacing has been revised. Module 6 will follow Module 4, to ensure students have the opportunity to learn concepts and skills in the Number and Operations in Base Ten Domain with numbers to 100 before the end of first grade.

Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 6.** Note that standards included in major clusters are followed by an asterisk (*). Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		X
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

First Grade Module 6: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 6: Mid-Module Assessment									
Domain		Standards							
Question	Operations and Algebraic Thinking	Number and Operations in Base Ten	1.OA.1	1.NBT.1	1.NBT.2	1.NBT.3	1.NBT.4	1.NBT.5	1.NBT.6
1	1 2 3 4		X						
2		1 2 3 4		X					
3		1 2 3 4			X				
4		1 2 3 4			X				
5		1 2 3 4				X			
6		1 2 3 4			X				
7		1 2 3 4			X			X	
8		1 2 3 4					X		X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total Points				
Level	4	4 points	4	25-28 pts.
	3	3 points	3	18-24 pts.
	2	2 points	2	11-17 pts.
	1	1 point	1	7-10 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Note:

First Grade Module 6: Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

Represent and solve problems involving addition and subtraction.

- 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See CCLS Glossary, Table 1.)

Extend the counting sequence.

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- 1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following special cases:
- a. 10 can be thought of as a bundle of ten ones—called a “ten.”
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3** Compare two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

- 1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete modules or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

First Grade Module 6: Mid-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 1.OA.1	The student correctly completes 0-1 of the six parts.	The student correctly completes 2-3 of the parts.	The student correctly completes 4-5 of the six parts.	The student correctly completes 6 of the six parts. (See below.)
	a. (1) Kim has 2 more pencils than Lucy. (2) Demonstrates understanding of the problem situation through drawing/model. b. (3) Anton has 9 fewer pencils than Ben. (4) Demonstrates understanding of the problem situation through drawing/model. c. (5) Julio has 11 pencils. (6) Demonstrates understanding of the problem situation through drawing/model.			
2 1.NBT.1	The student correctly completes 0-1 of the four sequences.	The student correctly completes 2 of the four sequences.	The student correctly completes 3 of the four sequences.	The student correctly completes 4 of the four sequences. (See below.)
	▪ (1) 97, 98, 99 , 100 , 101 , 102 ▪ (2) 116, 117, 118 , 119 , 120 ▪ (3) 15, 14, 13 , 12 , 11, 10 ▪ (4) 112, 111, 110 , 109, 108 , 107			
3 1.NBT.2	The student correctly completes 0-1 of the four parts.	The student correctly completes 2 of the four parts.	The student correctly completes 3 of the four parts.	The student correctly completes 4 of the four parts. (See below.)
	a. (1) 8-2 (or 7-12 or 0-82) b. (2) 9-9 (or 0-99) c. (3) 96 d. (4) 105			
4 1.NBT.2	The student correctly matches 0-1 of the four parts.	The student correctly matches 2 of the four parts.	The student correctly matches 3 of the four parts.	The student correctly matches 4 of the four parts. (See below.)
	a. (1) 51 = 4 tens 11 ones b. (2) 68 = 8 ones 6 tens c. (3) 114 = 11 tens 4 ones d. (4) 86 = 8 tens 6 ones			
5 1.NBT.3	The student correctly answers 0-1 of the five parts.	The student correctly answers 2-3 of the five parts.	The student correctly answers 4 of the five parts.	The student correctly answers 5 of the five parts. (See below.)
	a. (1) < b. (2) < c. (3) < d. (4) > e. (5) =			

Assessment Recommendations for Eureka Math A Story of Units
Teaching and Learning Department - Bethel School District

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
6 1.NBT.2	The student demonstrates little to no understanding of comparing numbers based on tens and ones, answering incorrectly. There is no evidence of reasoning.	The student uses drawings or words to accurately depict at least one of the two numbers, demonstrating limited understanding of the use of place value to compare numbers.	The student correctly identifies that the numbers are the same, but does not fully explain reasoning using place value. OR The student answers incorrectly but demonstrates strong understanding of place value.	The student correctly uses drawings or words that depict place value to accurately explain that 92 ones is the same as 9 tens 2 ones.
7 1.NBT.5 1.NBT.2	The student correctly answers 0-3 of the eight parts.	The student correctly answers 4-5 of the eight parts.	The student correctly answers 6-7 of the eight parts.	The student correctly answers 8 of the eight parts. (See below.)
	(1) 100 (2) accurately completes the chart to depict the arrow way (or shows another strategy) (3) 91 (4) accurately completes the charts to depict the arrow way (or shows another strategy) (5) 80 (6) accurately completes the charts to depict the arrow way (or shows another strategy) (7) 89 (8) accurately completes the charts to depict the arrow way (or shows another strategy)			
8 1.NBT.4 1.NBT.6	The student correctly answers 0-6 of the sixteen parts.	The student correctly answers 7-11 of the sixteen parts.	The student correctly answers 12-14 of the sixteen parts.	The student correctly answers 15-16 of the sixteen parts. (See below.)
	a. (1) 86 (2) Represents process to accurately solve that demonstrates use of a sound strategy for adding or subtracting (i.e., drawings, number bonds, the arrow way, algorithm). b. (3) 60 (4) Represents process to accurately solve ... (See part a) c. (5) 3 tens (6) Represents process to accurately solve ... (See part a) d. (7) 50 (8) Represents process to accurately solve ... (See part a) e. (9) 75 (10) Represents process to accurately solve ... (See part a) f. (11) 71 (12) Represents process to accurately solve ... (See part a) g. (13) 77 (14) Represents process to accurately solve ... (See part a) h. (15) 81 (16) Represents process to accurately solve ... (See part a)			

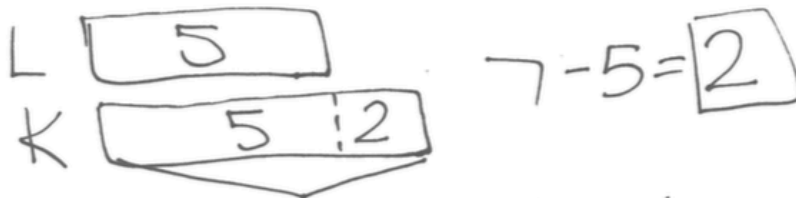


First Grade Module 6: Mid-Module Assessment Task Key

Name Maria Date _____

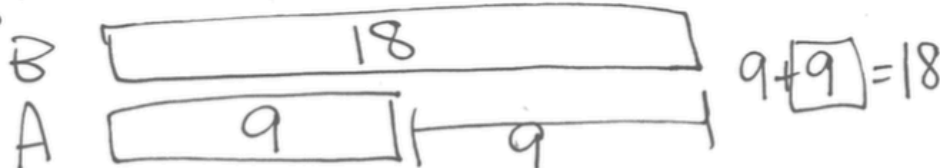
1. Use the RDW process to solve the following problems. Write your statement on the line.

- a. Lucy has 5 pencils. Kim has 7 pencils. How many more pencils does Kim have than Lucy?



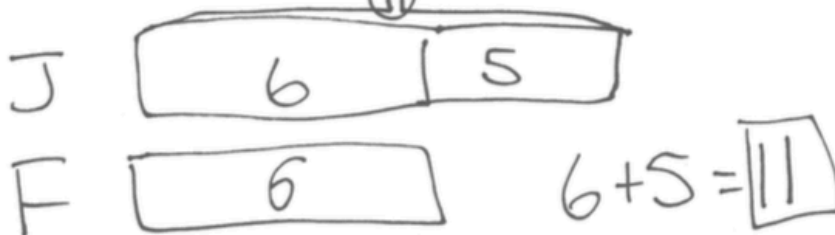
Kim has 2 more pencils than Lucy.

- b. Ben has 18 pencils. Anton has 9 pencils. How many fewer pencils does Anton have than Ben?



Anton has 9 fewer pencils than Ben.

- c. Julio has 5 more pencils than Fran. Fran has 6 pencils. How many pencils does Julio have?



Julio has 11 pencils.

First Grade Module 6: Mid-Module Assessment Task Key (continued)

2. Fill in the missing numbers in the sequence.

a.

97, 98, <u>99</u> , <u>100</u> , <u>101</u> , <u>102</u>
--

b.

116, 117, <u>118</u> , <u>119</u> , <u>120</u>
--

c.

<u>15</u> , 14, <u>13</u> , <u>12</u> , 11, <u>10</u>

d.

112, 111, <u>110</u> , 109, <u>108</u> , <u>107</u>

3. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 82

tens	ones
8	2

b. 99

tens	ones
9	9

c. 96

tens	ones
9	6

d. 105

tens	ones
10	5

4. Match the equal amounts.

a. 51
 b. 68
 c. 114
 d. 86

8 tens 6 ones
 8 ones 6 tens
 4 tens 11 ones
 11 tens 4 ones

First Grade Module 6: Mid-Module Assessment Task Key (continued)

5. Use $<$, $=$, or $>$ to compare the pairs of numbers.

a. $69 < 79$

b. $15 < 50$

c. $99 < 101$

d. $110 > 108$

e. $61 = 5 \text{ tens } 11 \text{ ones}$

6. Ben thinks 92 ones is greater than 9 tens 2 ones. Is he correct? Explain your thinking using words, pictures or numbers. Draw and write about tens and ones to explain your thinking.

92 ones is the same as 9 tens 2 ones.
90 ones is 9 tens so $90 + 2$ is the same as $90 + 2$
 $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 90$: $92 = 92$

7. Find the mystery numbers. Explain how you know the answers.

a. 10 more than 90 is 100

tens	ones		tens	ones
9	0	→	10	0

b. 10 less than 90 is 80

tens	ones		tens	ones
9	0	→	8	0

c. 1 more than 90 is 91


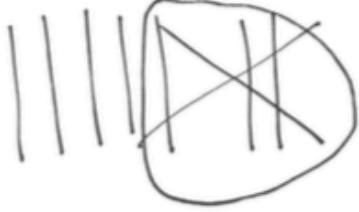
tens	ones		tens	ones
9	0	→	9	1

d. 1 less than 90 is 89

tens	ones		tens	ones
9	0	→	8	9

First Grade Module 6: Mid-Module Assessment Task Key (continued)

8. Solve for each unknown number. Use the space provided to show your work.

<p>a. $80 + 6 = \underline{86}$</p> $\begin{array}{r} 80 \\ + 6 \\ \hline 86 \end{array}$	<p>b. $20 + \underline{60} = 80$</p> 
<p>c. 7 tens - <u>3 tens</u> = 4 tens</p> 	<p>d. $90 - 40 = \underline{50}$</p> <p>9 tens - 4 tens = 5 tens</p>
<p>e. $68 + 7 = \underline{75}$</p> $\begin{array}{r} 68 \\ + 7 \\ \hline 75 \end{array}$	<p>f. $51 + 20 = \underline{71}$</p> $\begin{array}{r} 51 \\ + 20 \\ \hline 71 \end{array}$
<p>g. $46 + 31 = \underline{77}$</p> $\begin{array}{r} 46 \\ + 31 \\ \hline 77 \end{array}$	<p>h. $46 + 35 = \underline{81}$</p> $\begin{array}{r} 46 \\ + 35 \\ \hline 81 \end{array}$

First Grade Module 6: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 6: End-of-Module Assessment										
Question	Domain			Standards						
	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement	1.OA.1	1.NBT.1	1.NBT.2	1.NBT.3	1.NBT.4	1.NBT.5	1.NBT.6
1	1 2 3 4			X						
2		1 2 3			X					
3			1 2 3 4							X
4		1 2 3 4				X				
5		1 2 3 4				X	X			
6		1 2 3 4							X	
7		1 2 3 4						X		X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten		Measurement	
Total Points						
Level	4	4 pts.	4	18-19 pts.	4	4 pts.
	3	3 pts.	3	13-17 pts.	3	3 pts.
	2	2 pts.	2	8-12 pts.	2	2 pts.
	1	1 pt.	1	5-7 pts.	1	1 pt.

Note: For more information about standards assessed in this module, see back of this score sheet.

Note:

First Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–G) Clusters and Standards Addressed

Represent and solve problems involving addition and subtraction.

- 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See CCLS Glossary, Table 1.)

Extend the counting sequence.

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- 1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following special cases:
- a. 10 can be thought of as a bundle of ten ones—called a “ten.”
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3** Compare two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

- 1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete modules or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Tell and write time and money.¹

- 1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

¹ Focus on money.

First Grade Module 6: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 1.OA.1	The student correctly completes 0-1 of the six parts.	The student correctly completes 2-3 of the parts.	The student correctly completes 4-5 of the six parts.	The student correctly completes 6 of the six parts. (See below.)
	a. (1) Tamra has 4 more coins than Willie. (2) Demonstrates understanding of the problem situation through drawing/model. b. (3) There are 5 dimes on the table. (4) Demonstrates understanding of the problem situation through drawing/model. c. (5) Peter has 3 coins. (6) Demonstrates understanding of the problem situation through drawing/model.			
2 1.NBT.1	The student is unable to complete any sequence of numbers.	The student completes at least part of one sequence.	The student correctly completes 2 of the two sequences. (See below.)	No level 4 available for this item.
	▪ (1) 115, 116, 117 , 118 , 119 , 120 ▪ (1) 102, 101, 100 , 99, 98			
3 1.MD.3	The student correctly answers 0-3 of the eight parts.	The student correctly answers 4-5 of the eight parts.	The student correctly answers 6-7 of the eight parts.	The student correctly answers 8 of the eight parts. (See below.)
	▪ (1) Dime, (2) 10 cents ▪ (3) Penny, (4) 1 cent ▪ (5) Nickel, (6) 5 cents ▪ (7) Quarter, (8) 25 cents			

First Grade Module 6: End-of-Module Assessment Task Rubric (continued)

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
4 1.NBT.2	The student demonstrates little to no understanding of comparing numbers based on tens and ones, answering incorrectly. There is no evidence of reasoning.	The student uses drawings or words to accurately depict at least one of the two numbers, demonstrating limited understanding of the use of place value to compare numbers.	The student correctly uses drawings or words that depict place value to explain that 87 is the same as 7 tens 17 ones OR 8 tens 7 ones.	The student correctly uses drawings or words that depict place value to accurately explain that 87 is the same as both 7 tens 17 ones and 8 tens 7 ones.
5 1.NBT.2 1.NBT.3	The student correctly answers 0-1 of the four comparisons.	The student correctly answers 2 of the four comparisons.	The student correctly answers 3 of the four comparisons.	The student correctly answers 4 of the four comparisons.
	a. (1) > b. (2) < c. (3) = d. (4) >			
6 1.NBT.5	The student correctly answers 0-3 of the eight parts.	The student correctly answers 4-5 of the eight parts.	The student correctly answers 6-7 of the eight parts.	The student correctly answers 8 of the eight parts. (See below.)
	a. (1) 99 (2) accurately completes the chart to depict the arrow way (or shows another strategy) b. (3) 79 (4) accurately completes the chart to depict the arrow way (or shows another strategy) c. (5) 90 (6) accurately completes the chart to depict the arrow way (or shows another strategy) d. (7) 88 (8) accurately completes the chart to depict the arrow way (or shows another strategy)			
7 1.NBT.4 1.NBT.6	The student correctly answers 0-8 of the eighteen parts.	The student correctly answers 9-14 of the eighteen parts.	The student correctly answers 15-16 of the eighteen parts.	The student correctly answers 17-18 of the eighteen parts. (See below.)
	a. (1) 93 (2) Represents process to accurately solve that demonstrates use of a sound strategy for adding or subtracting (i.e., drawings, number bonds, the arrow way, algorithm). b. (3) 90 (4) Represents process to accurately solve ... (See above.) c. (5) 50 (6) Represents process to accurately solve ... d. (7) 60 (8) Represents process to accurately solve ... e. (9) 84 (10) Represents process to accurately solve ... f. (11) 87 (12) Represents process to accurately solve ... g. (13) 99 (14) Represents process to accurately solve ... h. (15) 100 (16) Represents process to accurately solve ... i. (17) 83 (18) Represents process to accurately solve ...			

First Grade Module 6: End-of-Module Assessment Task Key

Name Maria

Date _____

1. Use the RDW process to solve the following problems. Write the statement on the line.

- a. Tamra has 12 coins. Willie has 8 coins. How many more coins does Tamra have than Willie?

T 12 $12 - 8 = \boxed{4}$
W 8 $\overbrace{\hspace{1.5cm}}^4$

Tamra has 4 more coins than Willie.

- b. 16 coins are on the table. 11 of them are pennies and the rest are dimes. How many dimes are there?

16

11 ? $16 - 11 = \boxed{5}$

P D

There are 5 dimes.

- c. Peter has 6 fewer coins than Nikil. Nikil has 9 coins. How many coins does Peter have?

P ? $\overbrace{\hspace{1.5cm}}^6$ $9 - 6 = \boxed{3}$
N 9

Peter has 3 coins.

First Grade Module 6: End-of-Module Assessment Task Key (continued)

2. Fill in the missing numbers in each sequence:

a. 115, 116, 117, 118, 119, 120

b. 102, 101, 100, 99, 98

3. Use the word bank to write the number and value of each coin.

Coin Names				Coin Values	
nickel	dime	quarter	penny	1 cent	5 cents
				10 cents	25 cents



dime

10 cents



penny

1 cent



nickel

5 cents



quarter

25 cents

First Grade Module 6: End-of-Module Assessment Task Key (continued)

4. Mark says that 87 is the same as 7 tens 17 ones. Suki says that 87 is the same as 8 tens 7 ones. Are they correct? Explain your thinking.

tens	ones
8	7

Mark and Suki are both right.
8 tens 7 ones is $\begin{array}{r} 80 \\ + 7 \\ \hline 87 \end{array}$
7 tens 17 ones is $\begin{array}{r} 70 \\ + 17 \\ \hline 87 \end{array}$
 $87 = 87$

5. Use $<$, $=$, or $>$ to compare the pairs of numbers.

a. 6 tens $>$ 42 ones

b. 69 $<$ 75

c. 75 $=$ 6 tens 15 ones

d. 8 tens 14 ones $>$ 7 tens 4 ones

6. Find the mystery numbers. Explain how you know the answers.

a. 10 more than 89 is 99

tens	ones		tens	ones
8	9	→	9	9

b. 10 less than 89 is 79

tens	ones		tens	ones
8	9	→	7	9

c. 1 more than 89 is 90

tens	ones		tens	ones
8	9	→	9	0

d. 1 less than 89 is 88

tens	ones		tens	ones
8	9	→	8	8

First Grade Module 6: End-of-Module Assessment Task Key (continued)

7. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

<p>a. $90 + 3 = \underline{93}$</p> <p>$90 \xrightarrow{+3} 93$</p>	<p>b. $50 + 40 = \underline{90}$</p> <p> </p>	<p>c. $80 - 30 = \underline{50}$</p> <p> ()</p>
<p>d. $100 - 60 = 40$</p> <p>() ()</p>	<p>e. $78 + 6 = \underline{84}$</p> <p>^ 2 4</p> <p>$78 + 2 = 80$ $80 + 4 = 84$</p>	<p>f. $47 + 40 = \underline{87}$</p> <p> ()</p>
<p>g. $65 + 34 = \underline{99}$</p> <p>^ 30 4</p> <p>$65 + 30 = 95$ $95 + 4 = 99$</p>	<p>h. $75 + 25 = \underline{100}$</p> <p>^ 20 5</p> <p>$75 + 5 = 80$ $80 + 20 = 100$</p>	<p>i. $47 + 36 = \underline{83}$</p> <p>^ 3 33</p> <p>$47 + 3 = 50$ $50 + 33 = 83$</p>